LIFELONG LEARNING : A CHALLENGE FOR HIGHER EDUCATION AND INDUSTRY

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International Cooperation in Higher Education: An Engine for Growth

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CHALLENGES IN EUROPE BY 2020

LISBON STRATEGY AND BOLOGNA PROCESSES

Main Goal: to develop a European Higher Education Area by 2010 (extended to 2020)

AIM:

- To make Europe the most competitive knowledge based economy and society
- Higher Education Institutions are recognised as main actors if the Lisbon and Bologna goals are to be reached.
BOLOGNA PROCESS

- the key themes
  - easily readable and comparable degrees
  - promotion of student and staff mobility

- will exist
  - a common Credit Transfer and Accumulation System (ECTS)
  - a three-cycle academic structure: first, second and third cycles (Bachelor – Master – Doctoral degrees)
  - a Qualification Framework
  - approved Quality Systems
BOLOGNA PROCESS

**DEGREE SYSTEM**
1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

**QUALITY ASSURANCE**
4. Stage of development of external quality assurance system
5. Level of student participation in quality assurance
6. Level of international participation in quality assurance

**RECOGNITION**
7. Stage of implementation of diploma supplement
8. National implementation of the principles of the Lisbon Recognition Convention
9. Stage of implementation of ECTS
10. Recognition of prior learning
LIFELONG LEARNING (LLL)

- PRAG 2001: LLL is the important element of EHEA (European Higher Education Area)
- BERLIN 2003: LLL is highlighted
- BERGEN 2005
- LONDON 2007

Recognition of prior learning through flexible learning paths
because of the flexibility in how the ECTS credits are calculated. This allows for a more personalized approach to learning outcomes and student workloads.

- **Curriculum Design or Updating**: Curricula are evaluated at a regular basis to ensure they are up-to-date and relevant to the latest developments in the field.

In summary, the BOLOGNA PROCESS emphasizes the importance of student-centered education, clear learning outcomes, and the use of the ECTS system to standardize and facilitate the transfer of credits across European institutions.
BOLOGNA PROCESS

- **Quality culture** in place at institutional and programme level
- Student and staff surveys used to evaluate teaching and learning
- **Diploma Supplement** includes clear profile and learning outcomes of programme
- Learning outcomes are formulated in such a way that they can be used for recognition purposes
BOLOGNA PROCESS

IT MARKS A SHIFT FROM

- Input to **OUTPUT**
- Content to **COMPETENCES**
- Teacher centred to **STUDENT CENTRED**
COMPETENCE, LEARNING OUTCOME (LO), WORKLOAD

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities
- LO: Statements what a learner is expected to know, understand and be able to demonstrate after completion of learning
- LO’s a can refer to course unit or module or else to a period of studies, for example, a first or second cycle programme
- LO’s specify the requirements for award of credit
- Student workload : Best use of student time, incorporation of learning outcomes
Providing and enhancing “employability on the European labour market” is a key feature of the Bologna process.

The demand to ensure that academic programmes contribute to “employability” is neither new nor specific to the Bologna process,

Nor “employability” the only objective assigned to higher education programmes in the context of the Bologna process
<table>
<thead>
<tr>
<th>Labour Market: Features, Requirements and Expectations</th>
<th>Academic Features: Objectives/Aims</th>
<th>Academic Features: Skills</th>
<th>Academia: Programmes and Didactics</th>
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</thead>
<tbody>
<tr>
<td>1. highly developed, differentiated technical and social standards: subject-related expertise</td>
<td>knowledge of facts and their interdependence</td>
<td>structural and matter-of-fact orientation by learning a subject</td>
<td>to be developed subject to the specific characteristics of academic programmes; overall and detailed design and didactics targeted at defined accomplishment of aims and development of skills; internships linking academic and practical experience</td>
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<td>2. competition and speed of change: innovative abilities; diversification</td>
<td>method-orientation; imagination; open-mindedness</td>
<td>research-approach of learning: creativity; method, system and premises (and their alternatives)</td>
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<td>3. diversification and coherence of reality: comprehensive understanding</td>
<td>interdisciplinary approach</td>
<td>“windows” of choice, eligibles; “art of understanding” (history, philosophy, etc.)</td>
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<td>4. management of efficiency: cooperative and motivating approach; coordination</td>
<td>sharing and integrating expertise and talents</td>
<td>teamwork; social skills; organisational skills</td>
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<td>5. making matters work in a civil society: public understanding, transfer and interaction</td>
<td>expertise in presentation, adaptation, mediation</td>
<td>oral and written design of concepts; training human interaction (intellectual and emotional); media competence; political expertise</td>
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<td>Aims/expectations of the labour market („employability”)</td>
<td>Soft skills</td>
<td>Aims/expectations of science and research („academic quality”)</td>
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| High task-related, subject-based expertise and innovative approach  
„Circular thinking”: applying a principle to a case, and revision of principles in view of cases | Analytical competence ,  
Mastering methods  
Understanding system and synthesis  
Ability to transfer principles to cases, i.e. ability to make judgments/decisions | Subject-related knowledge , Knowledge of terminology, system, methodology  
Identification of individual case and rules/principles  
Creativity |
| Job-sharing and cooperation, in work teams and in/with society | Social interaction, namely: Ability to communicate, orally and in writing  
Ability to work in teams  
Leadership: integrity, motivation.  
Project management  
Social acceptance:  
Presentation ,Moderation ,Mediation | Identification of (academic) interfaces; being aware of limits of understanding due to axiomatic assumption;  
Integration of expertise derived from different academic fields;  
Interdisciplinarity;  
Ensuring public understanding of academic findings/transfer of expertise into society |
| Global dimensions of activities-at least: “European-ness” | Intercultural competence, Foreign language(s) | Transnational reception of knowledge and its transfer |
| Maintaining quality, in particular by integrating and developing innovation | Ability to sustain independent life-long learning  
Self-motivation  
Ability to act independently | Permanent widening of insight and skills; research-oriented approach |
QUALITY ASSURANCE

- Institutional Evaluation (by EUA, European University Association)
- Programme Evaluation
  - by ABET (Accreditation Board for Engineering & Technology)
  - by MÜDEK (Association for Evaluation and Accreditation of Engineering Programs)
- ECTS Label (by European Commission)
- DS Label (by European Commission)
Thank you for your attention.....